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ABSTRACT

Week-end college offerings provided more than 360 paraprofessionals, parents, and professionals with opportunities for comprehensive study of ways to meet the developmental needs of children with handicapping conditions. The program was initiated through the cooperative efforts of a college special education department, a university affiliated human development center, regional day care centers, and other interested agencies. The involvement of teams composed of principal, teacher, paraprofessional, and parent brought new perspectives to problem solving. (Author/SBH)

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"Week-End College," A Cooperative Approach to Teaching Children with Handicaps

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ABSTRACT

Week-End College offerings were initiated as an alternative for training through the cooperative efforts of the Winthrop College, Department of Special Education, the Human Development Center - University Affiliated Facility (HDC/UAF), Carolina Community Action-Headstart, Whitten Village, Regional Day Care Centers, Public Schools and other interested agencies. The course offering provided paraprofessionals, parents and professionals opportunities for comprehensive study of ways to meet the developmental needs of individuals with handicapping conditions. Six WEC on-campus offerings - three during the fall semester and three in the spring semester reinforced with monthly (or more often) field-based, on-site visits have afforded more than 360 persons opportunities for study at undergraduate and graduate levels. This project has been partially funded through the Bureau of Education for the Handicapped. The involvement of teams composed of principal, teacher, paraprofessional and parent have brought new perspectives to problem solving.

"Week-End College," A Cooperative Approach to Teaching Children with Handicaps

Offa Lou Harris Jenkins

Department of Special Education

Winthrop College

Running head: "Week-End College"

"Week-End College," A Cooperative Approach to Teaching Children with Handicaps

Training, for pre-service and in-service persons who work in Headstart centers, Day Care, State Residential facilities, who serve as professionals and paraprofessionals in these and public and private school facilities, has traditionally been provided through "one-shot" offerings with little planning or sequencing provided towards career ladders or lattices. During the academic year 1975-76, the Human Development Center - University Affiliated Facility of Winthrop College, under the direction of Dr. Carolyn Smith, initiated field-based activities with two special education graduate students as the on-site persons working with children with handicapping conditions in four centers serving the York-Lancaster county Headstart children.

The 1975-76 evaluation provided information that determined that funds would be sought in 1976-77 to provide the following:

(a) Graduate assistantships for seven students, five in special education and two in speech correction.

(b) In-service educational offerings that would carry college credit or audit non-credit for those staff persons who enroll and/or qualified for admission and completed requirements.

Week-End College offerings.

Planning sessions with the staff persons of Carolina Community Action/Headstart and the Department of Special Education (SED), College of Education, Winthrop College and the Human Development Center resulted

in the combination of support funds from Headstart and a grant from the Bureau of Education for the Handicapped, Office of Education for assistance with training for parents, paraprofessionals, and professionals who are working with children and youth with handicapping conditions. Emphasis has been to provide preparation in the area of the severely handicapped, including multihandicapped, physically handicapped, crippled and other health impaired individuals including hospitalized-homebound.

The SED program of Winthrop College projected the offering of six semester hours of credit to be provided through six Week-End College sessions. These were to be conducted on campus with three during the fall semester and three in the spring semester and nine off campus cluster meetings to be coordinated with other cooperating colleges, the Human Development Center - University Affiliated Facility (HDC/UAF) the SED of Winthrop and Headstart. Seven graduate students, several part time faculty members and three education coordinators from Headstart initiated in-service, on campus and off campus course work. Enrollment through the Headstart contract was limited to 45 persons; however, others who wished to enroll in the courses were encouraged and allowed to do so. More than 102 persons participated in the course offerings during 1976.

The SED Project Director, Headstart Handicapped Coordinators and the Chairperson of SED, along with the SED UAF persons arranged for and conducted the off campus monthly offerings and the on campus Week-End College sessions. These offerings were conducted in Columbia, Clinton and Rock Hill, S.C. Students were enrolled in either SED 381 "Education of Exceptional Children" an undergraduate offering or SED 681 "Educational

Implications of Exceptional Individuals" a graduate course. The staff coordinated the courses, and, participating UAF college personnel and qualified persons from State Institutions through the State of S.C. Department of Mental Retardation assisted with the instruction.

Week-End College (WEC) format.

Registration:

Friday	5:00 p.m. - 7:00 p.m.	Winthrop College Campus Joynes Center for Continuing Education
Classes:	7:00 p.m. - 9:00 p.m.	Class for undergraduates and graduates; SED 552 - "Characteristics of Crippling"

Paraprofessional, Parent and Professional Training

Training parents and paraprofessionals to assist in the instruction, reinforcement and maintenance of multiply handicapped individuals is vital if service programs are to be effective. During Phase I of this program, training for paraprofessionals began and has been extended through each subsequent phase.

During Phase I (1975-76), in-service training sessions were conducted both on site and on the college campus. The training was made available to parents and paraprofessionals serving children with varying degrees of handicapping conditions.

Goals

The goals for the program were to:

(1) Instruct parents and paraprofessionals in the developmental aspects of learning;

(2) Acquaint them with the handling and movement of children with multi-handicapping conditions;

(3) Teach recreational and physical education activities;

(4) Teach communication skills to teachers, children, parents, and paraprofessionals; and

(5) Teach techniques for management of behavior.

Instruction was provided through competency-based teaching modules. The modules involve paper and pencil tasks, video tapes, learning activities and direct experience with children.

Monthly parent training sessions were conducted at each of the four center sites. Parents and staff were introduced to "Due Process" and P.L. 94-142, "Education of the Handicapped Act, 1975." A continuation of parent and staff study of "Due Process" and the implementation of Public Law 94-142 which were begun in 1976 will continue as needed. Parents are provided an opportunity to select study subjects and to decide time and place for parent meetings.

Career Ladder-Lattices

In December, 1976, the Headstart Personnel Committee recommended to the Policy Council that a Career Ladder be developed for non-professionals. The Career Ladder was adopted and recommendations were made for the development of a similar approach for the professionals. These approaches will be modified according to need.

Phase II 1977-78.

The interfacing of physical education and recreation for the handicapped individual was begun in September 1977 with "A Focus on Persons with Cerebral Palsied and Related Disorders." The other five Week-End

College offerings gave emphasis to:

October 14-15 Spina Bifida and Hydrocephaly;

November 11-12 Epilepsy and other Convulsive Disorders

February 17-18 Muscular Dystrophy and other Dystrophic Conditions

March 10-11 Chronic Health Disorders and

April 7-8 Acquired Paraplegia and Quadriplegia

Each week-end offering indluded:

a. Developmental expectations

1. physical

2. social emotional

3. communication

4. learning levels

b. Roles of Parents, paraprofessionals, professionals

c. Physical education and recreation alternatives and

d. Materials and methods for interventive processes

Persons who qualified and wished to enrolled for:

SED 381	Introduction to Exceptional Child	3 s.hrs.
SED 681	Educational Implications for the Exceptional Individual	3 s.hrs.
SED 550	(or PE 562) Physical Education and Recreation for the Handicapped	
	16 on site enrollees have been identified and it is anticipated that several more will be recruited prior to the January 1978 enrollment	3 s.hrs.
FCD 231	Children and Families	2 s.hrs.

It is possible for a person to continue past the initial minimum fifteen hours of step one into an Associate Arts (AA) program or opt to go the Child Development Associates program (CDA) route.

Participants

The Week-End College participants consisted of persons at the undergraduate level, graduate (M.Ed. and a few Ed.S. persons) and parents and paraprofessionals. Teams consisting of three persons were encouraged to attend from public schools, state hospital facilities, mental health, and day care centers.

Phase III - 1978-79 Winthrop College
School of Education
Department of Special Education

PHASE I Upon recommendation of the Bureau of Education for the Handicapped, Phase I subcomponent, integration of teacher paraprofessionals, parents, supportive personnel and regular educators, the Week-End College Offerings continued.

PHASE II Component "PED REC". Physical Education and Recreation for preparation of work with handicapped individuals from all areas of exceptionality was initiated. Enrolees were from: Headstart, Day Care, State Institutions, Public Schools, etc. with Dr. M. Bobb as major consultant.

PHASE III Initiation of the Special and Regular educators at the sixth year preparation level. Twelve (12) - sixteen (16) persons from the following educational agencies have been identified and participated in the Summer of 1978.

a. Principal of a school with special classes, teacher and aide.

b. Coordinator of Handicapped Program

c. Coordinator, Day Care Facility

d. Teacher, aide and parent from Whitten Village (State Hospital Facility)

e. Headstart -- Coordinator of Handicapped

Teacher, Aide and Parent

f. College Instructors -- Sacred Heart

Winthrop

Headstart -Winthrop Liasion Person

The 1978 summer institute provided an intensive workshop-seminar to review existing media and materials. Participants prepared guidelines, modules, etc., for field testing to be implemented on a trial basis during the academic year 1978-79. The Ed.S. persons will perform as advanced practicum students during the academic year 1978-79 field testing of materials "on-site" in each of their selected work situations.

Subcomponent II of PHASE III

Week-End College Offerings will include:

"Integrating -- parents, paraprofessionals, physical educators, special educators, and regular educators."

The six WEC offerings will be conducted as follows:

September 15-16, 1978 "Orientation to Utilization of Materials, procedures for Observation, Assessment and Instructional Alternatives"

Dr. Mary Kay Dykes, Presenter

October 20-21, 1978 "Social Emotional Concerns of Parents, Paraprofessionals and Educators".

November 10-11, 1978 "Parents as Partners in the Learning Process." Dr. Roger Smith, Presenter

January 26-27, 1979 "Physical Education and Recreation in Special and Regular Situations" Dr. M. Bobb, Coordinator

February 23-24, 1979 "Communication Skills" Dr. Ann Beard, Presenter

March 30-31, 1979 "Integration, Coordination and Implementation" Dr. Harold Heller, Presenter

Summary

The Week-End College Offerings provide options for participants to register for college credit, work for competency ratings or attend for personal and professional growth. The off-campus work is coordinated through cooperative supervision by college, local education agency persons and the Ed.S.(Educational Specialist candidates) persons participating in the program.

Shared responsibilities for planning and presenting on-campus and field based activities will be assumed by all participants. The modules and other materials will be tried and revised as deemed necessary. Supervisory support will be provided through Winthrop College, U.A.F., Human Development Center, Headstart Staff, Day Care, Whitten Village and other cooperating agencies. It is anticipated that the exportable materials will be in the first stage of trial by October 1978 and will have moved to the final stages of revision and preparation for dissemination to appropriate persons and agencies by June of 1979.

The continuation of each preceding phase into the second and third year as well as including the third phase, has required additional staff and financial support. The concerted efforts projected in the original proposal are continuing. Participation and cooperation of interdisciplinary persons has exeeded original projections. Evaluations will continue as originally planned with modifications according to need.